

Ripon Area School District  
2019-20  
Charter School Authorizer Annual Report



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## Section I: Authorizer Information

<b>Authorizing Entity:</b>	Ripon Area School District
<b>Authorizer Address:</b>	1120 Metomen Street, Ripon WI 54971
<b>Authorizer Contact Person:</b>	Mary Whitrock
<b>Contact Person Title:</b>	Superintendent
<b>Contact Person Phone:</b>	920-748-4600
<b>Contact Person Email:</b>	whitrockm@ripon.k12.wi.us

## Section II: Charter School Information

<b>Charter Schools Currently Under Contract:</b>			
<b>School Name (Yr. Opened/Closed):</b>	<b>Contract Start Date:</b>	<b>Contract Expiration Date:</b>	<b>Grades Served:</b>
Journey (2013-14)	3/20/2020	3/20/2025	K-2
Quest (2010-11)	3/20/2020	3/20/2025	3-5
Catalyst (2012-13)	3/20/2020	3/20/2025	6-8
Odyssey (2019-20)	7/01/2018	6/30/2023	4K-12
Barlow Park Charter	7/01/2019	9/01/2025	K-2

<b>Charter Schools Whose Contract Was Non-Renewed or Revoked:</b>			
<b>School Name:</b>	<b>Contract Start Date:</b>	<b>Date of Non- Renewal or Revocation:</b>	<b>Reason for Non- Renewal or Revocation:</b>
n/a			

<b>Charter Schools Currently Under Contract that have not Opened:</b>		
<b>School Name:</b>	<b>Contract Start Date:</b>	<b>Date School will open:</b>
Barlow Park Charter	7/01/2019	9/01/2020

<b>Charter Schools that Closed:</b>		
<b>School Name:</b>	<b>Date of School Closure:</b>	<b>Reason for Closure:</b>
n/a		

## Section III: Academic Performance of Charter Schools

### Barlow Park Charter - Planning Year

This document serves as the Barlow Park Charter School annual report for the Ripon Area School District Board of Education and the Barlow Park Charter School Governance Council. During the 2019-2020 school year, Barlow Park Charter School completed its planning year of the charter school grant.

#### **Mission of Barlow Park Charter School:**

Barlow Park Charter School's responsive environment encourages all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.

#### **An Idea is Born...**

Within the Ripon Area School District, we have seen a dramatic three-fold increase in the number of special education referrals over the last three school years. More students are being referred to special education for other health impairments (ADHD primarily), emotional/behavioral disabilities, speech-language/communication impairments, and severe overall developmental delays. Most of the referrals are for children between the ages of 3 and 6. This indicates a need for a system change and was one of the prompts for Barlow Park teachers and District administrators to apply for this charter school planning and implementation grant.

#### **Meeting the Needs of All Learners...**

Our new Barlow Park Charter School will utilize a competency-based educational program that is highly personalized and will allow for students to work at their own pace. This program will provide equal access to education for our students with disabilities. Additionally, our play-based instructional approach will allow for culturally responsive practices to be incorporated into daily instruction which will meet the social, emotional, communication and other needs of all learners, including, but not limited to, our minority students and those from low-income backgrounds.

#### **Our Philosophy:**

Barlow Park Charter School will be the first school of its kind within the Ripon community and represents a unique educational opportunity for our youngest students in grades K-2. Our school's educational and curricular model is based on four primary tenets:

**Competency-based.** Instruction and grouping of students will not be based on students' birthdays but rather our classrooms will be multi-age and flexible based on screening results and students' demonstrated developmental paths. Within our high-quality competency-based education students will advance based upon demonstrated mastery; assessment will be meaningful and a positive learning experience for students; students will receive timely, differentiated support based upon their individual learning needs; and, learning outcomes emphasize application and creation of knowledge along with the development of important skills. (<https://www.competencyworks.org/about/competency-education/>). A competency-based model has been selected for Barlow Park Charter School as it will allow us to organize our school to provide timely, differentiated, personalized, flexible learning tailored to each

student's strengths, needs and interests which will ensure that students are becoming proficient and demonstrate mastery in targeted skills.

**Reggio Emilia.** The Reggio Emilia philosophy addresses young children's curiosity and creativity more effectively than in the traditional classroom by focusing on respect for the child, building relationships, and harnessing the power of the learning environment. Louise Boyd Cadwell, author, teacher and former Reggio Emilia Fellow, says the approach is successful because "each child is viewed as infinitely capable, creative, and intelligent. The job of the teacher is to support these qualities and to challenge students in appropriate ways." Within Reggio Emilia classrooms, children have some control over the direction of their learning and are facilitated by teachers who plan activities and lessons based on the child's interests, ask questions to further understanding, and actively engage in the activities alongside the child, instead of passively observing the child learning. Parents are viewed as partners, collaborators, and advocates for their children within Reggio Emilia schools. Teachers respect parents and parents volunteer in and support their children's classrooms, take part in discussions about school policy and child development concerns, and provide insight into curriculum planning and evaluation. Reggio Emilia was chosen as a guiding tenet by our staff as its child-centric approach allows for a unique learning journey for each student. The model will allow us to build strong relationships and enhance social skills. Additionally, the model's strong focus on sensory learning and outdoor lessons will support practical, fun learning for all children and increase student engagement for all learners (Hewitt, 2001; Katz, 1993).

**Vygotskian (Social Development) Theory.** At the core of Vygotsky's theory is the idea that child development is the result of the interactions between children and their social environment; in short, we learn through our interactions and communications with others. These interactions include those with parents, teachers, friends, classmates, and siblings. Vygotsky also asserts that these interactions help children learn to follow the rules of and develop the skills needed to thrive within our culture. Developing the social and emotional skills of our students will be of primary importance at Barlow Park Charter School. Vygotskian theory will be incorporated into our school's model as teachers will focus on creating a learning environment that maximizes students' opportunities to interact with each other through purposeful play, discussion, collaboration, and feedback.

**Play-Based Learning.** Play is a powerful force for enhancing children's well-being, development, and success in school and in life. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behavior, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005). Curiosity, openness, optimism, resilience, empathy, concentration, and creativity are characteristics necessary for success in school and in life, and are developed in play (SACSA, 2009). Play also assists in the development of social competence, is a known stress release, and is linked to child well-being (Lester & Russell, 2008). Thus, playful learning will form the foundation of our pedagogical approach. Our play-based learning approach is not just "letting" our students play. Instead, teachers at Barlow Park Charter School will create an intentional, responsive learning environment that is based on our knowledge of how children learn, what they currently know and understand, and what they want and need to learn next. Our teachers will assess and document each child's learning and know their interests. Then, they will plan carefully how to use play-based activities to promote learning and achieve positive learning outcomes.

Our school will also have a carefully planned environment that will allow children to achieve learning outcomes within a high-quality play-based atmosphere. Specifically, our classrooms and indoor/outdoor play spaces will be arranged to encourage exploration, learning and inquiry. Our teachers will work with children to develop positive social and emotional environments within learning space. And our daily schedule will include time for free play and times for teacher-guided play as well as academic/core instruction.

**Developmentally Appropriate Instruction.** Key concepts will be identified from the Wisconsin State Standards to focus instruction and demonstrate a progression of skill development. A continuum is a progression of skill development that builds in complexity from one level to the next. A continuum is a tool that can communicate student progress with students, teachers, and parents.

Barlow Park Charter School is a K-2 elementary charter school in the Ripon Area School District, opening in the fall of 2020, with 100 students. Offering a play-based, competency-based learning environment, Barlow Park Charter School’s mission is to “encourage all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.” The competency-based model emphasizes responsive teaching and personalized learning by placing a student in their zone of proximal development rather than by their chronological age. By infusing purposeful play into both the play workshop and academic areas, students will have many opportunities to develop their social-emotional skills and executive functioning skills.

At Barlow Park Charter School everyone plays an important role for each child because It takes a village to raise a child!

**Characteristics of Barlow Park Charter School include:**

- Developmentally appropriate learning activities
- Play-based instruction for Play Workshop and academic areas
- Flexible, competency-based, multi-age groupings for Literacy and Math
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Governance Council Leadership

**Accomplishments during the 2019-2020 school year**

- Planning and Training

Date	Professional Development	Location
7/18-7/19	Nature Explore	Onsite
7/23-7/24	Marzano Training	Onsite
8/6-8/7	WRCCS	Rothschild
8/14-8/16	SMART	Brookfield
8/28	Kristi Mraz	Onsite (virtual)

1/11 + 2/22	Social Thinking Group	Onsite
2/5	WRCCS - Governance Council Training	Onsite

- WI DPI Charter School Grant Award
- Establishing Governance Council
  - Governance Council Chair Pam Mumm attended the Wisconsin Resource Center for Charter Schools conference in August. During this event, she attended several sessions, including “Is Our Charter School Better Because of Us?” with Mike Mizzoni from Board on Track, which was helpful in better understanding the important role of the governance council. Ms. Mumm and Mrs. Sanderfoot soon thereafter put out a Notice of Interest for those interested in serving on the governance council or as a community ambassador. They held an informational meeting about what it means to be an advocate for the school and soon received several notices of interest. The initial board formed with six members in September. As the year progressed, the governance council ended the academic year with seven members and gained two more at their annual meeting in June 2020, to bring the board membership to nine.
  - Nick Pretasky with the Wisconsin Resource Center for Charter Schools trained the governance council in February and continues to serve as a valuable resource to the council.
- Contract with Ripon Area School District
  - Barlow Park Charter School entered into a contract with the Ripon Area School District in December 2019.
- Recruitment of Families
  - Barlow Park Charter School hosted three Power of Play events throughout the school year including not-a-box creations, sensory play, and big body play. The purpose of these events was to give families opportunities to learn through play.
  - The school hosted three Charter Chats throughout the community to give families an opportunity to speak one-on-one with governance board members and teachers about the charter school.
  - The Barlow Park Charter School governance council focused their recruitment efforts on four-year-old preschool families. One of the most successful events was a pizza night for Head Start families in February. The goal of this evening was to share information with families about the charter school and answer questions.
  - Barlow Park Charter School participated in the Day in the Life event in February, which gave families opportunities to experience all four elementary school offerings. This event was extremely well-attended.
- School Identity and Sense of Community
  - Custom t-shirts helped identify Barlow Park Charter School staff and council members during outreach activities.
  - Biweekly teacher meetings.

- Book Study - Dare to Lead (Governance and Staff)
- Performance Measures for Planning Year - All accomplished
  - Y1: Establish a governing board, handbook, and contract with the RASD school board.
  - Y1: All BPCS teachers will engage in at least 1 high quality professional development activity to increase their understanding of personalized competency-based instruction, play-based learning, and curriculum development as measured by training attendance records, consultant invoices, and meeting minutes.
  - Y1: BPCS staff will engage parents and families through information sessions, play sessions, planning sessions, and development of a governance board.
  - Y1: BPCS will engage in at least one professional development regarding high quality assessment, screening processes, and placement assessment. Staff will develop placement assessment protocol and calibration of assessment tools.
- COVID-19 Information:
  - Due to Safer at Home Orders from Governor Tony Evers, schools physically closed and went to Distance Learning from March 13-June 30.
  - Travel plans have been halted, thus no site visits.
  - Training and meetings have had to move to virtual platforms.
  - Pandemic Planning will need to include how we can provide play-based instruction through social distancing.

# Journey Elementary School

Journey Elementary School, a K-2 elementary school in the Ripon Area School District, opened in the fall of 2013, with 125 students. Offering a project-based learning (PBL) environment, Journey Charter School's mission is to "empower students to problem solve and flourish in a global society." The PBL model emphasizes student inquiry as part of the process of learning, from asking open-ended questions to sharing individual or group learning with others. PBL teaching strategies enable Journey teachers to guide students through in-depth studies of real-world topics. Use of technology is robust along with encouragement of critical thinking and problem solving. The resulting learning environment is one of dynamic communication, creativity, and collaboration. During the 2019-20 school year, Journey Charter School completed its seventh year of operation.

Students are young explorers at Journey Charter School. Authentic and interdisciplinary learning occurs both inside and outside of the classroom. Students interact with local experts and the college community and are provided opportunities to conduct their own field research. Characteristics of Journey Charter School include:

- Developmentally appropriate learning activities
- Process-oriented instruction influenced by student choices
- Flexible multi-age groupings
- Problem solving approach using communication, collaboration, & critical thinking skills
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Community partnerships
- Gallery Walk Events
- Governance Council Leadership

## **Accomplishments during the 2019-2020 school year:**

- Maintain enrollment – During the 2019-2020 school year, Journey Charter School enrolled 155 students. For the upcoming 2020-2021 school year, 142 students are enrolled. Although we are disappointed in our decreasing enrollment for the first time in eight years, we remain committed to providing our students and their families with the highest quality educational experience.
- \*School identity and sense of community – Sustaining a strong, child-centered culture and climate within Journey Charter School remains top priority as indicated by our staff focus on collaboration and community partnerships.

In mid-July 2019, our Governance Council members attended a WRCCS Board On Track Journey Charter School 3 virtual training led by Mike Mizzoni to ensure all were well educated on their role as a Journey Governance Council member. The training focused on key responsibilities of a charter council including strategic planning, communication, and mission and vision refinement.

During our two-day early August retreat, staff spent time getting to know their newest team members: Kindergarten teacher Marissa Hopp and Second Grade Teacher Jacqueline Adams. Both ladies bring many talents and endless smiles while seamlessly fitting into our school family. After getting to know one another, we spent the remainder of our retreat, planning for our 2019-2020 intentional acts of kindness multi-age focus with

students striving to answer the Essential Driving Question: How do we as citizens intentionally spread kindness to promote empathy?

In mid-August, staff and Governance Council members came together for a “Get to Know You” picnic at Barlow Park. This idea stemmed from their July training and proved beneficial as all involved started the year knowing one another and clear goals for the year identified.

Late August brought our annual cookout and Back to School events. This year, we combined the events so families only needed to venture to school on one evening. Much positive feedback was received, as parents were thankful for the consolidation.

September and October multi-age time was spent learning about CARES and PBL. CARES is an acronym used in Responsive Classroom and stands for Cooperation, Assertion, Journey Charter School 4 Responsibility, Empathy, and Self-Control. Each area of CARES is emphasized through interactive lessons and infusion into daily routines. Communication Collaboration, and Critical Thinking are key elements to the success of PBL. Each element during a project cycle is clearly defined, demonstrated, and evaluated with rubrics from pblworks.org.

In October, we welcomed Shelby to Journey Charter School. Shelby, a mini goldendoodle is attending training to become a therapy dog. The idea of Shelby was born from last year’s Paws for Learning project which matched visiting therapy dogs with Journey classrooms on a bi-weekly basis. Paws for Learning was made possible through a Webster Grant and Governance Council funds. Staff saw the benefits of having therapy dogs in our school but yearned for a dog on a more consistent basis. The Governance Council has used mentor dollars received from WRCCS to cover all costs associated with Shelby.

In November we launched our multi-age focus with a performance by Ms. Franki Moscato. Franki, a local singer, songwriter, and actress from Omro shared her powerful message of kindness through story and song. While her message is typically delivered to school-aged children in fifth grade through high school, Ms. Moscato worked with the Journey Charter School staff to personalize the message she shared with our young students to closely correlate with our intentional acts of kindness focus. Each student received a piggy bank with Franki’s “Be Kind” message.

After Franki’s performance, she spent time talking with each small group of students while they were busy designing kindness buttons. The student created buttons would be placed on Journey’s Christmas tree during Ripon’s Dickens of a Christmas Enchanted Forest. Visitors looking at our tree were encouraged to take a button to either share with someone who may need a little kindness in their life or to wear as a reminder to intentionally be kind to others. Additional information about Ms. Moscato can be found on her website: <http://frankijo.com>. Franki’s performance and additional materials needed for intentional acts of kindness were funded through a Ripon Education Foundation grant.

## **Academic Achievement**

### **Progress in English Language Arts**

- Goal: 100% of students will improve in comprehension and/or fluency as measured by the BAS or DRA assessment. Each student will move up at least one grade level in instructional reading from spring

2019 to spring 2020. Furthermore, students who are below grade level will increase their instructional reading level by 1.5 years or grade level expectations or the class as a whole will meet or exceed the total average expected growth goal target.

- Monitoring Progress of English Language Arts Goal: Due to the state-wide switch to virtual learning in March of 2020, student progress in the area of reading was not able to be measured by the BAS and DRA and compared from spring 2019 to spring 2020.
- Outcome: Even though Ripon was able to provide an extremely high level of instruction to our students during the COVID virtual only instruction period, we anticipate a learning gap as our students return after being virtual for more than the last quarter of the school year. We are planning to bring all students back face to face in the fall and have hired additional staff to address the gap.

#### Progress in Math

- Goal: 100% of students will reach proficiency in operations and algebraic thinking as measured by district created assessments with each student will obtain proficiency in this math strand by spring 2019.
- Monitoring Progress of Math Goal:
  - Due to the state-wide switch to virtual learning in March of 2020, student progress in math was not able to be measured

#### Progress for On Track for Success

- Attendance or Graduation Rate: For the 2018-2019 school year, Journey Charter School will have an absenteeism rate (percentage of students whose attendance rate is 84% or below) of 0%.
- Monitoring Progress of Attendance Goal:
  - The school counselor and principal scheduled meetings with families and offered support to those who were struggling with attendance.
  - Despite the switch to virtual learning, JCS was able to maintain the engagement for students overall with an average of 80-85% on most days. A combination of synchronous and asynchronous instruction was offered during that time.

## Quest Elementary School

Quest Elementary School offers a dynamic, hands-on, project-based learning environment for students in grades 3-5 in the Ripon Area School District. Quest students are learners who thrive in collaborative, interdisciplinary learning environments and are afforded an opportunity to delve into the exciting world of interactive, inquiry-based project learning. Their learning is enhanced through designing projects that explore personal, real-life issues where students collaboratively share with peers and teacher/facilitators. Community showcase events provide a forum for project presentations. Autonomous charter school governance attends to the daily operations of Quest Elementary School. Parents and community members, along with educators, utilize democratic decision making to guide the Quest Governance Council as it leads the school in its mission to benefit students, parents, and the community.

### Quest Mission

The Quest mission statement reinforces this belief: Quest Elementary School provides a rigorous and challenging interdisciplinary, project-based curriculum grounded in 21st century skills leading to a collaborative environment for personalized learning and group engagement. “Education begins with the curiosity of the learner” (Dewey). This statement represents the heart and soul of Quest Elementary School.

### Quest Vision

The vision of Quest, that all children become active, engaged learners, is grounded in the methodology of project-based learning and the pedagogy of a rigorous, technologically enhanced curriculum. The vision of Quest Elementary School incorporates a wide array of characteristics centered in a learning community grounded in 21st century Skills. The integrated inquiry-based pedagogy of Quest offers students and families high-quality educational choices.

### Professional Development

Teachers in Quest engage in ongoing professional development to improve school instruction and meet the needs of all students through a variety of teaching methodologies. Student-initiated projects driven by collaborative learning teams and based in a standards-driven curriculum are central to the Quest vision. Students who are connected to the community through real-world issues and mentors, and engaged as young citizens, are more likely to remain engaged in their education. Quest strives through community showcases and a community-led Governance Council to produce a community-oriented culture of academic and personal learning.

Quest teachers meet weekly to collaborate and implement learning initiatives. Teacher-led professional growth activities are incorporated into these weekly meetings, as well as discussing the effective management of Quest’s project-based learning goals. Quest staff also used these meetings to help facilitate the implementation of curriculum in reading, math, language arts, science, CQI, Tynker (computer coding), PurposeFull People, and MakerSpace 1

### Highlights of the 2019 - 2020 School Year

All Quest classrooms began the year with a study of the Habits of Mind, by Art Costa and Bena Kallick. These habits have been identified through extensive research as a skill set of highly successful people. Quest staff

identified nine “habits” to be the focus for Quest: perseverance, managing impulsivity, metacognition, striving for accuracy, thinking and communicating with clarity and precision, taking responsible risks, listening with empathy and understanding, questioning and posing problems and creating, imagining and innovating. In addition, students used the RASD adopted “PurposeFull” Social and Emotional Learning (SEL) Curriculum which identifies “Character Strong” themes of courage, perseverance, honesty, respect, gratitude, kindness, responsibility, cooperation and creativity. Each Quest classroom read books that modeled the habits and themes and taught focused reading and language lessons pertaining to the literature. These habits and the “Character Strong” themes from the “PurposeFull People” curriculum were further reinforced in our yearly collaborative activity. The students created inspirational garden poles inspired by each habit and theme. This collaborative activity jump-started the building of the Quest learning community. Family members of Quest students installed the poles in the entry space directly outside the Quest wing door. Solar lights sit atop the poles to illuminate the walkway.

Quest held two project showcases highlighting student work this year. A third showcase was canceled due to the move to online learning in March. Nearly 700 children, family, and friends attended the first Quest Project Showcase of the year. This project showcase was in an “open house” format. Students showed their families the “habits of mind” projects, classwork, literature reflections and journals, while highlighting new 21st century skills technology embedded in the classrooms. Fourth and fifth grade Quest classrooms also shared environmental science projects and Flipgrid videos with their families.

The Quest staff was amazed at the wonderful turnout for the second project showcase held in February. This showcase consisted of formal oral presentations by all students to a large community audience. Third graders did presentations on weather and climate. The third graders presented model homes they had built to withstand the unique climates in different regions. In addition, third graders demonstrated their PLTW physical science projects, in which they designed and built model compound machines to rescue a tiger. Fourth graders presented projects on the human brain including activities from the PLTW module. The 4th grade projects were collaborative projects where the students used their research, writing, and artistic skills to create an in-depth presentation on the different parts of the brain including eyes, ears, nose, mouth, skin and different parts of the brain. Fifth graders presented projects on robotics from the PLTW Robotics and Automation module, as well as U.S. Geography.

Another highlight of the winter project showcase was the basket raffle which included items donated from local businesses and Quest families. Quest is grateful for the support of the Ripon community and families who donated items, helped create baskets for the raffle, and volunteered their time to make the showcase a success. A great time was had by all!

The Quest community meets monthly in a “Quest Morning Meeting”. During these meetings, students engage with other grade levels, demonstrate leadership skills, and celebrate learning successes. The habits of mind and “PurposeFull People” themes are addressed at these meetings to continually promote good citizenship and work habits. Students look forward to these fun, high-energy, motivational meetings.

After the move to online learning in March, Quest teachers continued to work on projects with students in an online platform. The main focus for the Ripon Area School District was literacy and math, but Quest teachers did their best to incorporate PBL in their online lessons to the extent possible. End-of-the-year assessments

were not given by RASD in the spring. Mid-year assessments showed that Quest students were making good progress toward their end of year goals.

### **Community Outreach**

Quest students reached out to the Ripon community through donations of garden produce to the Ripon Area Food Pantry. Students grew various types of squash in the outdoor garden beds which were donated in the fall. The produce was enjoyed by numerous Ripon community members. Throughout the year, classes grew produce in the Quest garden and indoor Tower Garden and donated it to the Ripon Area Food Bank. Beyond

### **Brick and Mortar**

Throughout the year, all Quest grade levels reached out locally, nationally, and globally to connect with individuals, professionals and classrooms to learn, grow, and share. Skype, Buncee, Email, on-site interviews, panelists, and business tours were used to go beyond the classroom walls for information to assist and promote connections with experts for student projects.

### **Visitation Days**

Quest held one visitation day this year with elementary school teachers and administrators from many school districts in Wisconsin. The visitation day consisted of classroom visitations, a school tour, student panel and Q&A sessions with teachers and students. Visitors offered positive feedback about their experiences and continue to contact Quest for implementation guidance as they start their own Project-Based Learning journey. An additional visitation day was canceled due to the move to online learning in March.

# Catalyst Middle School

Catalyst Charter Middle School (CCMS) offers a dynamic, project-based environment for students in Grades 6-8 in the Ripon Area School District. Catalyst is designed for students looking for a rigorous, innovative, self-directed, inquiry-based setting that helps develop important skills needed to become independent learners and leaders in the 21st Century.

## Catalyst Mission

The mission of Catalyst Charter Middle School is to build a community of independent learners through thinking, creating, and collaborating for the future.

The Catalyst project-based learning framework includes the following instructional practices:

- Interdisciplinary instruction
- Place-based learning partnerships
- Real-world experience
- Teacher- and student-directed projects.
- Digital technology-infused learning environment
- Global learning partnerships preparing students for a technology-driven society with skills to manage, collaborate, and communicate appropriately in a global setting.
- Global Citizenship
- STEM

## Professional Development for 2019-2020

CCMS Staff continues to devote time to learning, practicing, and refining the process of instruction and assessment. The following chart is a summary of the different training, workshops, and conferences attended by CCMS staff. Catalyst staff also meet weekly to collaborate and implement learning initiatives.

i-Ready Training
CESA 6 Spring into Success
QPR Suicide Prevention Training
Buck Institute for Education: PBL 101
Units of Study in Reading: A Crash Course in Methods and Curriculum 3-8

## Project Highlights of 2019-2020

During the 2019-2020 school year, the Catalyst team of educators continued to develop, modify, and utilize curriculum to allow for a blended approach to student projects that worked for all grade levels, 6th through 8th.

Through dynamic seminars and units of instruction prior to and throughout their project processes, students built background knowledge and made a variety of content connections that supported their own student-led projects. Students continued to maintain a lot of “voice and choice” within the PBL structure. In addition to the modified project structure, Catalyst also piloted the Houghton Mifflin Harcourt social studies curriculum and learning platform, Ed, to support the district adoption of the Common Core State Standards for Social Studies. The projects within Catalyst this year mainly covered standards in: Science, Social Studies, and Writing/ELA.

**Science and Social Studies Standards Covered in 2019-2020:**

- Engineering Design
- Molecules to Organisms: Structure and Functions
- Waves & Applications
- Heredity and Genetics
- Weather & Water
- Inquiry Practices and Processes
- Geography
- History
- Behavioral Sciences
- Economics
- Political Science

2019-2020 Project and Activity Highlights	
Project/Standard Focus	Description
Germs & Friends	To avoid the spread of back-to-school illnesses, students explored the cells and the characteristics of life. They analyzed similarities and differences between bacteria and viruses, researched outbreaks, and made preventative suggestions for steps that can be taken to protect ourselves and others from such illnesses.
Heredity & Genetics	Students demonstrated knowledge of genetics through a final SuperHero Project. They gained background knowledge of heredity and genetics through several labs and investigations. They identified the phenotypes of offspring in a genetic cross using a Punnett Square. They explained who Gregor Mendel was and why his work was important. They participated in lab experiments to study the structure of DNA and researched genetic mutations. The accumulating activities included the creation of a SuperHero through mating with another SuperHero, a written backstory of the heredity traits, and a visual presentation.

Life in Ancient Mesopotamia	Students created a reenactment of what it was like to live in Ancient Mesopotamia. They learned information pertaining to the geography of the Fertile Crescent and a timeline of the people. Students researched the art, technology, laws, and jobs of Ancient Mesopotamia and analyzed how it relates to present day. They created models of the world's first irrigation systems and analyzed the pros and cons of different designs.
Ancient Egypt	Students completed a series of mini projects in this unit, as they explored life in Ancient Egypt. Using iPads, they learned how to create an iMovie to share information with others on how Egypt's geography affected the civilization. Individuals and small groups chose projects from a choice board relating to the Great Pyramids, and they presented this to the class. Finally, pairs of students researched an aspect of Egyptian life, and they analyzed how certain patterns continued or evolved to what we see today.
China's Got Talent	Students researched Ancient China, through the lens of a particular Dynasty. Groups created presentations for the class to convince their peers that their own Chinese Dynasty was superior to the others. They analyzed the history, politics, religion, geography, and advancements of all Dynasties, to create counterpoints to best support their own arguments.
Waves: The Blue Man Group Wants You!	Students took on the role of audio engineers as they developed a musical instrument from everyday items in their homes. Using TwistedWave online audio editor, students analyzed the sound waves of the notes their instrument could play in the hopes that the Blue Man Group will use their instrument in their next show.
Weather & Water	Students gained an understanding of the characteristics of effective weather reporting through several labs and investigations. They learned about the impacts of density, atmospheric changes, temperature, pressure, geographical influences, and more. They analyzed cases of extreme weather and tracked weather and climate patterns over time. As a culmination of their learning, students developed weather forecasts, created projects of further interest, and wrote essays about how scientific tools may be used to predict the Earth's climate in the future.
Photojournalism	Using photos, students were challenged to capture people, moments, and events in our community, and organize them to help share the stories yet to be told. Students learned interview skills, email etiquette, how to take a quality photo, and they traveled to specific businesses. They learned how to organize an informational essay about their experience gathering information in the community.
Rube Goldberg Bar of Soap Video Challenge	Given the need for increased handwashing amidst COVID-19, Students worked to develop a working Rube Goldberg Machine that accomplished the task of dropping a bar of soap into a person's hand. Machines ranged from 10-20 steps. Students worked independently or with

	their families to accomplish the task allowing for collaboration and family bonding opportunities.
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**Showcase Nights and Conference Dates:**

- October 17 (3:15 pm - 7:00 pm)
- November 14 (3:15 pm - 7:00 pm)
- February 20 (3:15 pm - 7:00 pm)
- May 7 (3:15 pm - 7:00 pm) (Cancelled because of school closures)

**Community/Global Connections**

Thank you to each community member for sharing their expertise.

Photojournalism	Photographer Ric Damm presented photography techniques
Police Department	Tour of the Ripon Police Department led by Captain Troy Damsteegt Student interview of Officer Bret Henning Discussed community involvement
Community Churches	Ripon Community Church- led by Sam Prellwitz Ripon Baptist Church- led by Josh Sherman First Congregational Church- led by Pastor Harsha Kotian All churches shared their connections to the Ripon Community
Local Businesses	Alliance Laundry Systems- interviews at site Pollesch Construction- interview at site Sweet & Salty Ice Cream Parlor- interview at site Ripon College- tour given by Dr. Messitte Back Porch Gatherings- interview and private tour with owner, Tammy Gutierrez Campus Theater - interview at site, and private tour for photographs
Ripon Public Library	Student interview on site with Linda DeCramer and Mandy Sprague
Ripon Historical Society	Tracy O'Brien shared resources on the history of Marcus Theater and Ripon College, and sat with students for an interview as well

Connections are also made with parents through Infinite Campus updates and printed handouts. Parents were encouraged to visit Catalyst as well as set-up conferences at times that were convenient.

## Communications to Community:

<p><b>Homework Calendar</b> (Updated by staff as a communication tool for homework and activities in class)</p>	<p>Please see below for previous week.  <a href="#">Catalyst Homework Calendar 2016-2017</a></p> <table border="1"> <thead> <tr> <th></th> <th>Mon: April 3</th> <th>Tues: April 4</th> <th>Wed: April 5</th> <th>Thur: April 6</th> <th>Fri: April 7</th> </tr> </thead> <tbody> <tr> <td><b>Announcements</b></td> <td></td> <td></td> <td></td> <td><b>Tour of Excellence</b> Date: 4/6 with graders</td> <td></td> </tr> <tr> <td><b>8th grade Reading</b></td> <td>Achieve 3 Levels - Conferencing</td> <td>Wozab-Lit #11 due on Friday</td> <td>Complete PUA Read Aloud</td> <td>Achieve3000 - Complete 3 Activities @ 75%</td> <td>Achieve3000 - Complete 3 Activities @ 75% Wozab-Lit due</td> </tr> <tr> <td><b>8th grade Math</b></td> <td><b>Motivational Monday</b> <a href="#">JMS</a> ALEKS weekly goal: at least 10 topics if at</td> <td>New Weekly Assignment: Graphing</td> <td>ALEKS weekly goal: at least 10 topics if at overall goal or at least 12 topics if needing to catch up to overall goal</td> <td>Seminar: handout on rules of graphing with a coordinate plane and questions on weekly assignment</td> <td>ALEKS weekly goal: at least 10 topics if at overall goal or at least 12 topics if needing to catch up to overall goal</td> </tr> </tbody> </table>		Mon: April 3	Tues: April 4	Wed: April 5	Thur: April 6	Fri: April 7	<b>Announcements</b>				<b>Tour of Excellence</b> Date: 4/6 with graders		<b>8th grade Reading</b>	Achieve 3 Levels - Conferencing	Wozab-Lit #11 due on Friday	Complete PUA Read Aloud	Achieve3000 - Complete 3 Activities @ 75%	Achieve3000 - Complete 3 Activities @ 75% Wozab-Lit due	<b>8th grade Math</b>	<b>Motivational Monday</b> <a href="#">JMS</a> ALEKS weekly goal: at least 10 topics if at	New Weekly Assignment: Graphing	ALEKS weekly goal: at least 10 topics if at overall goal or at least 12 topics if needing to catch up to overall goal	Seminar: handout on rules of graphing with a coordinate plane and questions on weekly assignment	ALEKS weekly goal: at least 10 topics if at overall goal or at least 12 topics if needing to catch up to overall goal
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<p>Communication through IC on homework and classroom messages.</p>	<p>Photos/Articles on <b>District Facebook Page</b></p>																								

## District Assessment/Screening Information:

RASD continued its use of i-Ready to measure, support and fill gaps in learning related to math and reading. Students worked on individualized lessons based on beginning and mid-year assessments during advisory each week. As a result of the switch to virtual learning during COVID-19, students were unable to complete the end of year assessments.

# Odyssey Academy of Virtual Learning

Odyssey Academy is a tuition-free, 4K-12 public school supporting parents across the state who want to educate their children at home. Whether homeschool families or families on the go, Odyssey empowers parents to make educational decisions for their children. Odyssey provides a truly unique learning option for parents between traditional online public schools and homeschool by providing financial resources, access to quality curriculum, and the support of licensed teachers.

**Odyssey’s Mission** The mission of the Odyssey Academy is to empower learners through a customized and flexible pathway that fosters forward thinking.

**Odyssey’s Motto** Empower. Individualize. Innovate. Succeed.

### Characteristics of Odyssey Academy Include:

- Individualized Learning Plan
- Project-Based Learning
- Parent can play an integral role in the child’s education
- Flexible and personalized instruction
- High Degree of Parent Voice and Choice
- Effective educational team comprised of parent, student, and teacher
- Interdisciplinary instruction
- Teacher- and student-directed projects.
- 7 Ideals of an Odyssey Student/Graduate

### Professional Development:

The Odyssey staff continues to devote time to learning, practicing, and refining the process of instruction and assessment. The following chart is a summary of the different training, workshops, and conferences attended by Odyssey staff. Additionally, the Odyssey staff meets weekly to collaborate and implement learning initiatives.

i-Ready Training
CESA 6 Webinars
WRCCS Conference
Buck Institute for Education: PBL 101
ESGI Training
Balanced Literacy Workshop
ISN (Innovative Schools Network) Conference
Character Strong Training- SEL

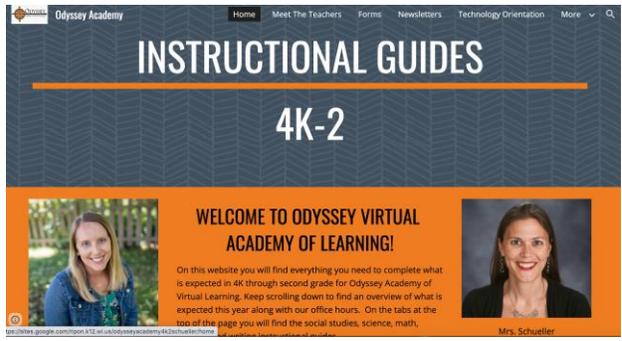
## Highlights of the 2019-2020 School Year:

- Student engagement
- Increased student enrollment
- Completion of first year- started with 97 students, ended with 160
- Student Learning Showcases

## Community Outreach:

- Food Pantry stations created to give back to the community
- Supplies shipped overseas to military
- Volunteer

## Communications to the Community

<h3>Odyssey Bi-Monthly Newsletters</h3>																					
<h3>Teacher Webpages</h3>	 																				
<h3>Weekly Schedule of Instruction in: Literacy, Math, and Writing</h3>	<table border="1"> <tr> <td>5-6 9:30am</td> <td>Advisory Mon 9:30 Mrs. Mott's Meeting Room Mrs. Toulan's Meeting Room Mrs. Kramer's Meeting Room Mrs. Christ's Meeting Room</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3-4 10am</td> <td>3rd Grade Math Mon 10:00 Mrs. Toulan's Meeting Room Topic: Math Fact Fluency Math Fact Fluency Chart (Make a Copy for Your Child, if interested) Recorded Meeting</td> <td>3rd/4th Grade Writing Tues 10:00 Topic: Staying Focused During Writing Recorded Meeting Notes Mrs. Mott's Meeting Room</td> <td>3rd/4th Grade Reading Wed 10:00 Mrs. Christ's Meeting Room Topic: Tracking Your Thinking Whole Reading Stop, Think, Jot handout Google Slide deck Recorded Meeting Passcode: D*088U+</td> <td>4th Grade Math Thurs 10:00 Mrs. Toulan's Meeting Room Topic: Math Fact Fluency Recorded Meeting Math Fact Fluency Chart (Make a Copy for Your Child, if interested)</td> </tr> <tr> <td>5-6 11am</td> <td>5th Grade Math Mon 11:00 Mrs. Kramer's Meeting Room Topic: Basics of Fractions Recorded Meeting Passcode: d7eKdCd9</td> <td>5th/6th Grade Writing Tues 11:00 Topic: Staying Focused During Writing Recorded Meeting Notes Mrs. Mott's Meeting Room</td> <td>5th/6th Grade Reading Wed 11:00 Mrs. Christ's Meeting Room Topic: Tracking Your Thinking Whole Reading Stop, Think, Jot handout Google slide deck Recorded Meeting Passcode: b@Me%j 0</td> <td>6th Grade Math Thurs 11:00 Mrs. Kramer's Meeting Room Topic: Factor Puzzles Recorded Meeting</td> </tr> <tr> <td></td> <td>Monday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> </tr> </table>	5-6 9:30am	Advisory Mon 9:30 Mrs. Mott's Meeting Room Mrs. Toulan's Meeting Room Mrs. Kramer's Meeting Room Mrs. Christ's Meeting Room				3-4 10am	3rd Grade Math Mon 10:00 Mrs. Toulan's Meeting Room Topic: Math Fact Fluency Math Fact Fluency Chart (Make a Copy for Your Child, if interested) Recorded Meeting	3rd/4th Grade Writing Tues 10:00 Topic: Staying Focused During Writing Recorded Meeting Notes Mrs. Mott's Meeting Room	3rd/4th Grade Reading Wed 10:00 Mrs. Christ's Meeting Room Topic: Tracking Your Thinking Whole Reading Stop, Think, Jot handout Google Slide deck Recorded Meeting Passcode: D*088U+	4th Grade Math Thurs 10:00 Mrs. Toulan's Meeting Room Topic: Math Fact Fluency Recorded Meeting Math Fact Fluency Chart (Make a Copy for Your Child, if interested)	5-6 11am	5th Grade Math Mon 11:00 Mrs. Kramer's Meeting Room Topic: Basics of Fractions Recorded Meeting Passcode: d7eKdCd9	5th/6th Grade Writing Tues 11:00 Topic: Staying Focused During Writing Recorded Meeting Notes Mrs. Mott's Meeting Room	5th/6th Grade Reading Wed 11:00 Mrs. Christ's Meeting Room Topic: Tracking Your Thinking Whole Reading Stop, Think, Jot handout Google slide deck Recorded Meeting Passcode: b@Me%j 0	6th Grade Math Thurs 11:00 Mrs. Kramer's Meeting Room Topic: Factor Puzzles Recorded Meeting		Monday	Tuesday	Wednesday	Thursday
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<b>Classroom Newsletters</b>	
<b>Updated Odyssey Website with events, photos</b>	
<b>Newspaper articles written about Odyssey</b>	
<b>Odyssey Facebook Page</b>	

### **Parent Information Nights**

- Grades 4K-2→ September 2nd at 1:00 pm OR September 3rd at 6:00 pm
- Grades 3-6→ September 1st at 1:00 pm OR September 2nd at 7:00 pm
- PBL Meeting: Grades 7-12→ September 9th at 8:00 am OR September 9th at 7:00 pm
- Hybrid Meeting: Grades 7-12→ September 10th at 8:00 am or September 10th at 7:00 pm

### **Odyssey Academy Goals**

- Culture: Promote a positive school climate by developing essential relationships between teachers, parents, students, and the administration that promotes student success. This goal will be measured through student participation, retention rate for the school and parent satisfaction survey data.
- Literacy: During the 2019-2020 school year, 70% of students in Grades 2-12 in Odyssey Academy will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) according to the reading i-Ready assessment.
- Math: During the 2019-2020 school year, 70% of students in Grades 2-12 in Odyssey Academy will reach their typical growth goal from the beginning of the year diagnostic assessment (first administration) to the end of the year diagnostic assessment (third administration) according to the math i-Ready assessment.

### **District Assessment/Outcomes**

RASD continued its use of BAS, ESGI and i-Ready to measure, support and fill gaps in learning related to math and reading. Students worked on individualized lessons based on beginning and mid-year assessments during advisory each week. As a result of the switch to virtual learning during COVID-19, students were unable to complete the end of year assessments.

## Section IV: Financial Performance of Charter Schools

Each charter school in the Ripon Area School District has direct and estimated indirect costs. Certain expenses listed below were spent directly on the charter school operations. In addition to the direct expenses, each charter school was assigned a percentage of district-wide costs based on the percentage of district-wide enrollment, except for Barlow Park Charter School. For Barlow Park Charter, which opened in the 2020-21 school year, costs are based on direct costs only with 1.0% of salaries and fringe benefits of the superintendent, curriculum director, and business manager assigned as indirect costs.

**Direct costs** are used for the following expenditures: Undifferentiated Curriculum (110000), Regular Curriculum (120000), Vocational Curriculum (130000), Physical Curriculum (140000), Building Administration (240000), and General Operations (253000).

**Estimated indirect costs** were used for many but not all district-wide expenses, including the following : Special Education (Function 150000), Co-Curricular Activities (160000), Guidance Services (213000), Health Services (214000), Psychological Services (215000), Curriculum Development (221200), General Administration (230000), Direction of Business (251000), Business Services (252000), Pupil Transportation (256000), Food Services (257000), and Central Services, including Technology (260000).

### **Journey Charter:**

Direct expenditures: \$810,613  
Estimated indirect expenditures: \$561,966

### **Quest Charter:**

Direct expenditures: \$782,936  
Estimated indirect expenditures: \$526,820

### **Catalyst Charter:**

Direct expenditures: \$445,223  
Estimated indirect expenditures: \$310,955

### **Barlow Park Charter (Opened in 2020-21):**

Direct expenditures: \$137,694  
Estimated indirect expenditures: \$4,682.13

### **Odyssey Academy of Virtual Learning (Opened in 2019-20)**

Direct expenditures: \$621,025  
Estimated indirect expenditures: \$442,080

## Section V: Other Contract Terms and Expectations

*(Optional) - Not applicable*

## Section VI: Authorizer Operating Costs

See completed audited Schedule of Charter School Authorizer Operating Costs in the charts below.

**RIPON AREA SCHOOL DISTRICT**

**CATALYST CHARTER SCHOOL**

**SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS**

**FISCAL YEAR ENDING JUNE 30, 2019**

<b>OPERATING ACTIVITY</b>	<b>WUFAR OBJECT CODE</b>	<b>COST</b>
EMPLOYEE SALARIES	100	\$3,689
EMPLOYEE BENEFITS	200	993
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
<b>TOTAL</b>		<b>\$ 4,682</b>

\*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

**RIPON AREA SCHOOL DISTRICT**

**JOURNEY CHARTER SCHOOL**

**SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS**

**FISCAL YEAR ENDING JUNE 30, 2019**

<b>OPERATING ACTIVITY</b>	<b>WUFAR OBJECT CODE</b>	<b>COST</b>
EMPLOYEE SALARIES	100	\$3,689
EMPLOYEE BENEFITS	200	993
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
<b>TOTAL</b>		<b>\$ 4,682</b>

\*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

**RIPON AREA SCHOOL DISTRICT**

**BARLOW PARK CHARTER SCHOOL**

**SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS**

**FISCAL YEAR ENDING JUNE 30, 2019**

<b>OPERATING ACTIVITY</b>	<b>WUFAR OBJECT CODE</b>	<b>COST</b>
EMPLOYEE SALARIES	100	\$3,689
EMPLOYEE BENEFITS	200	993
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
<b>TOTAL</b>		<b>\$ 4,682</b>

\*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

**RIPON AREA SCHOOL DISTRICT**  
**ODYSSEY ACADEMY OF VIRTUAL LEARNING CHARTER SCHOOL**  
**SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS**  
**FISCAL YEAR ENDING JUNE 30, 2019**

<b>OPERATING ACTIVITY</b>	<b>WUFAR OBJECT CODE</b>	<b>COST</b>
EMPLOYEE SALARIES	100	\$3,689
EMPLOYEE BENEFITS	200	993
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
<b>TOTAL</b>		<b>\$ 4,682</b>

\*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

**RIPON AREA SCHOOL DISTRICT**

**QUEST CHARTER SCHOOL**

**SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS**

**FISCAL YEAR ENDING JUNE 30, 2019**

<b>OPERATING ACTIVITY</b>	<b>WUFAR OBJECT CODE</b>	<b>COST</b>
EMPLOYEE SALARIES	100	\$3,689
EMPLOYEE BENEFITS	200	993
PURCHASED SERVICES	300	-
NON-CAPITAL OBJECTS	400	-
CAPITAL OBJECTS	500	-
INSURANCE & JUDGEMENTS	700	-
<b>TOTAL</b>		<b>\$ 4,682</b>

\*Note: These costs include 1.00% of the salary and fringe expenses paid for the superintendent, curriculum director, and business manager.

## Section VII: Services Provided to Charter Schools

### RIPON AREA SCHOOL DISTRICT SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS FISCAL YEAR ENDING JUNE 30, 2020

SERVICES PROVIDED	FUNCTION CODE	COST
UNDIFFERENTIATED CURRICULUM	110000	\$1,744,760
REGULAR CURRICULUM	120000	301,501
VOCATIONAL CURRICULUM	130000	433
PHYSICAL CURRICULUM	140000	70,831
SPECIAL EDUCATION*	150000	589,614
CO-CURRICULAR ACTIVITIES*	160000	80,611
GUIDANCE SERVICES*	213000	123,105
HEALTH SERVICES*	214000	21,957
PSYCHOLOGICAL SERVICES*	215000	59,311
OTHER PUPIL SERVICES*	219000	27,841
CURRICULUM DEVELOPMENT*	221200	77,520
INSTRUCTIONAL STAFF TRAINING*	221300	32,970
PROFESSIONAL LIBRARY*	221400	9
LIBRARY MEDIA RESOURCES AND SERVICES*	222200	57,095
GENERAL ADMINISTRATION*	230000	155,231
BUILDING ADMINISTRATION*	240000	258,912
DIRECTION OF BUSINESS*	251000	40,500
BUSINESS SERVICES*	252000	77,445
GENERAL OPERATIONS	253000	172,149
PUPIL TRANSPORTATION*	256000	174,697
FOOD SERVICES*	257000	193,118
CENTRAL SERVICES*	260000	165,943
<b>TOTAL</b>		<b>\$4,246,705</b>

\*Note: Descriptions with an asterisk (\*) use estimated costs based on charter school enrollments. Charter school students (501 students on the Third Friday in September Count) represented 29.98% of the district student enrollment (1,671), and these costs have been calculated based on that percentage of district-wide costs.